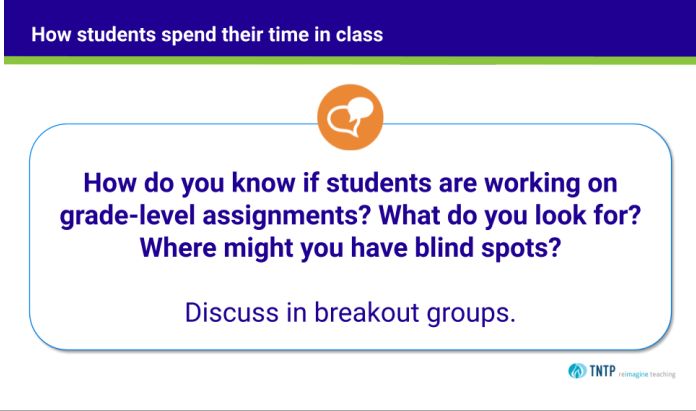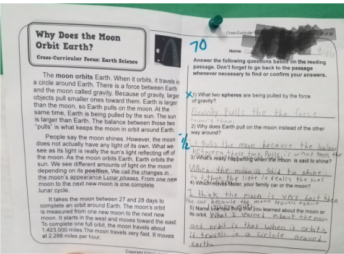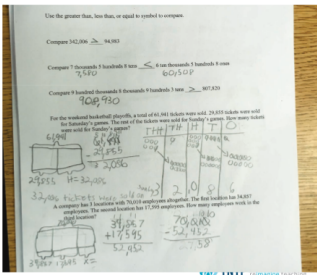# CSI Cohort Session 2
Grade-Level Assignments

LOGISTICS	Wednesday, December 15 from 10:00-12:00 pm (CT)	**ZOOM LINK**	**WORKBOOK LINK**
OBJECTIVES	● **internalize** the critical role of grade-level assignments in advancing equity for all ● **practice** analyzing assignments for quality and rigor using a transferable tool ● **generate** an action plan to collect assignments and student work

PRE-WORK	1. Skim over the following assignment review tools aligned to Nebraska standards:
	    a. ELA Assignment Review Protocol
	    b. Math Assignment Review Protocol

SLIDE	NOTES
Opening Reflection **How students spend their time in class** **How do you know if students are working on grade-level assignments? What do you look for? Where might you have blind spots?** Discuss in breakout groups. TNTP reimagine teaching	
**Link to Assignments: 4th Grade ELA	4th Grade Math** **Let's try an exercise...** **Mentimeter Voting Link**	
Assignment Review Protocols Overview	

Orienting to the tool — ELA

A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?	Does this assignment provide meaningful practice opportunities for this content area and grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	*Only if students have completed the task:* Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

✓ Helps answer the question, "Does this task give students the opportunity to *meaningfully engage* in *worthwhile grade-level content*?"

✓ Four components:
   - **A.** **CONTENT**: *what* students are working on
   - **B.** **PRACTICES**: *how* students engage with the "what"
   - **C.** **RELEVANCE**: *why* the work matters beyond the lesson/class
   - **D.** **PERFORMANCE**: *who* met grade-level expectations

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Domain A: Content

Content: WHAT students are working on — ELA

A. CONTENT RATING:
Overall, to what extent does the assignment align with the expectations defined by grade-level standards?

0 - No Alignment	1 - Minimal Alignment	2 - Sufficient Alignment
The assignment is not based on a high-quality, grade-appropriate text (A2).	The assignment is based on a high-quality, grade-appropriate text (A2) but does not contain questions that reach depth of the standard(s) (A4).	The assignment is based on a high-quality, grade-appropriate text (A2) and contains questions that reach the depth of the standard(s) (A4).

✓ **TEXT**: Anchored in a high-quality, grade-level text
   - *High-quality*: authentic, published, worth reading & re-reading
   - *Grade-level*: based on Lexile & qualitative measures

✓ **STANDARDS**: Aligned to Nebraska ELA standards
   - Aimed at deepening students' comprehension of the *text*

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Content: WHAT students are working on — Math

A. CONTENT RATING:
Overall, to what extent does the assignment align with the expectations defined by grade-level standards?

0 - No Alignment	1 - Minimal Alignment	2 - Sufficient Alignment
Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2).	More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2).	All the questions on the assignment reach the depth of the targeted standard(s) (A2).

✓ **STANDARDS**: Aligned to Nebraska math standards

✓ **DEPTH**: Reaches *depth* of Nebraska math standards & instructional shifts
   - *Focus*: develops a narrower set of skills more deeply
   - *Coherence*: connects to topics within the grade and across grades
   - *Rigor*: develops conceptual understanding, procedural fluency, and/or application to unfamiliar contexts

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Domain B: Practices

Practices: HOW students engage with the what — ELA

B. PRACTICE RATING
Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?

0 - No Opportunity	1 - Minimal Opportunity	2 - Sufficient Opportunity
The assignment does not integrate standards (B1) and does not require students to use what they learn from the text (B2).	Either the assignment does not integrate standards (B1) or it does not require students to use what they learn from the text (B2).	The assignment both integrates standards (B1) and requires students to use what they learned from the text (B2).

✓ **DEPTH**: Reaches *depth* of Nebraska ELA standards

✓ **APPLICATION**: Requires students to use the text
   - Reveals whether students comprehend the text
   - Text-dependent questions/tasks

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Practices: HOW students engage with the what   **Math**

✓ **PROCESS**: Engages at least one of the four Nebraska mathematical process
   ○ In conjunction with grade-level content
   ○ Aligned to standards if/when they specify a process

✓ **DEPTH**: Reaches *depth* of Nebraska mathematical processes

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Domain C: Relevance

Relevance: WHY the work matters   **ELA**

✓ **CONNECTIONS**: Builds knowledge of other content and/or concepts
   ○ Non-fiction texts build content knowledge (history, science, etc.)
   ○ Fictional texts build conceptual knowledge (themes, morals, etc.)

✓ **STUDENT VOICE**: Allows students to develop & defend a point of view
   ○ In writing or in speaking
   ○ Responses don't all look the same

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Relevance: WHY the work matters   **Math**

✓ **CONNECTIONS**: Relate to real-world problems/contexts
   ○ Includes word problems
   ○ Requires critical thinking over rote computation

✓ **MULTIPLE SOLUTIONS**: Allows for more than one solution
   ○ Novel, unfamiliar problems
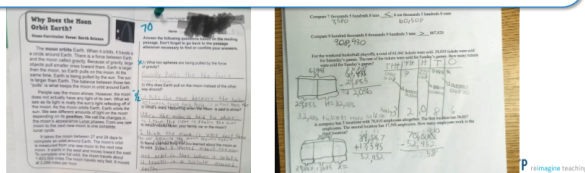   ○ Responses don't all look the same

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Pause Point

Let's revisit our opening exercise...

How has your evaluation of these 4th grade assignments changed, if at all? Why? How are these tools helpful for evaluating the assignment?

Application: Practice Assignments

Practice

Select ONE assignment to review as a group.

There is 1 ELA and 1 Math assignment per division:
ELA: 2nd Grade, 8th Grade, 11th Grade
Math: 5th Grade, 6th Grade, 11th Grade

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Pause Point

Debrief

How did these tools push you to look at the assignments differently than you might have otherwise?

What was challenging about this process?

What was eye-opening about this process?

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Reflections from Today

Closing reflections

1. **Reflect:** What's sticking with you as you leave today's community of practice?

2. **Commit to action:** How will you apply this learning to your work as an instructional leader?

Share your responses in the chat.

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